

Inclusion

- The concept of inclusion is rooted in special education and serving students with disabilities
- This complements the concept of integration, which is rooted in the civil rights struggle

Action Steps

- Make your school look and feel warm & inviting
- Talk about presumption of competence
- Talk about issues of fairness
- Adopt a community building approach - Train everyone, Expect use in every classroom, use it with all staff

Front Elementary School

K-5th grade - 500 kids

*Racial Demographics

- 31% African American
- 10% Latino
- 10% Asian
- 1% Native American
- 48% White

* Native Language

- 12 Languages
- Significant numbers of Spanish and Hmong speaking families

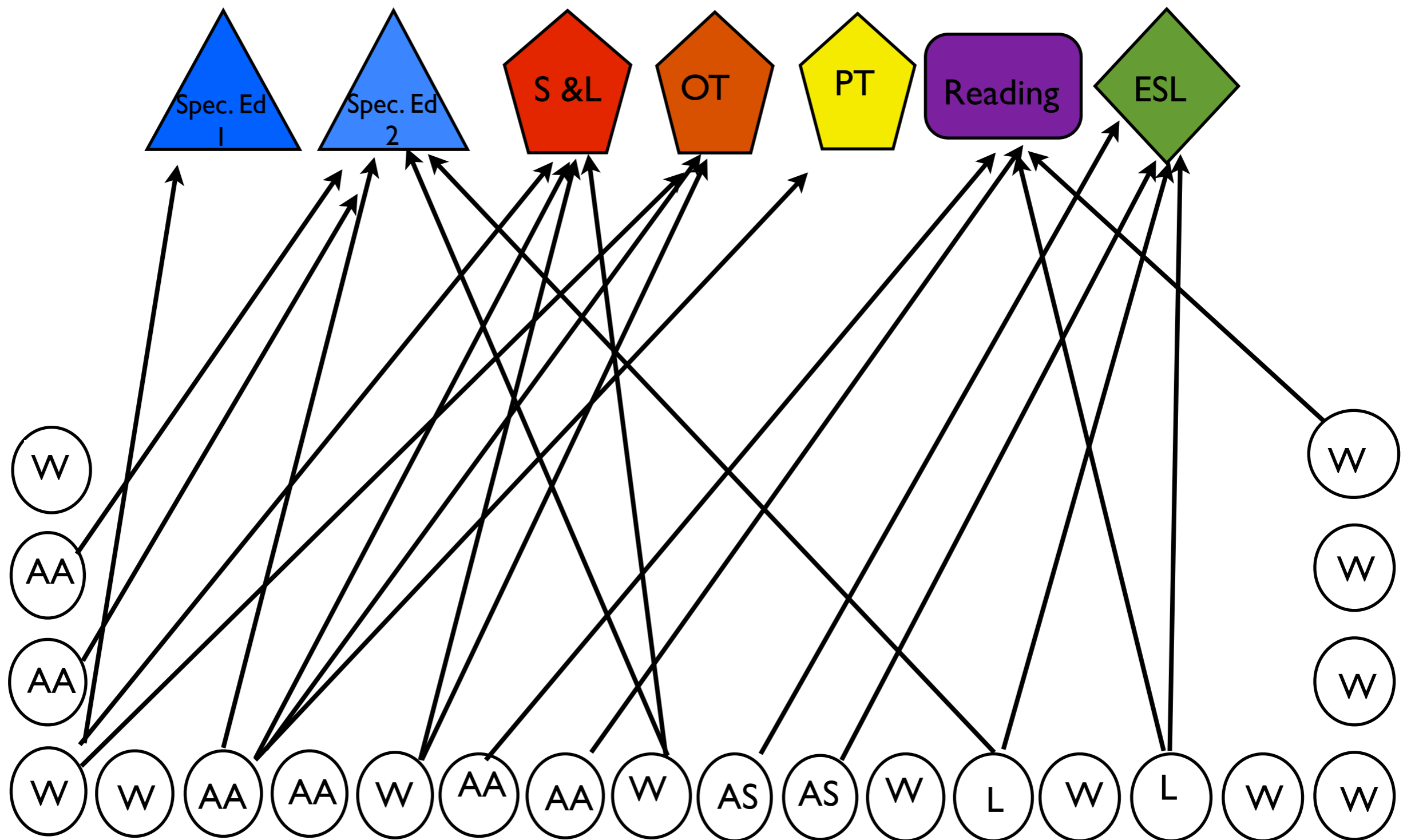
* SES

- 50% Poverty

* Special Education

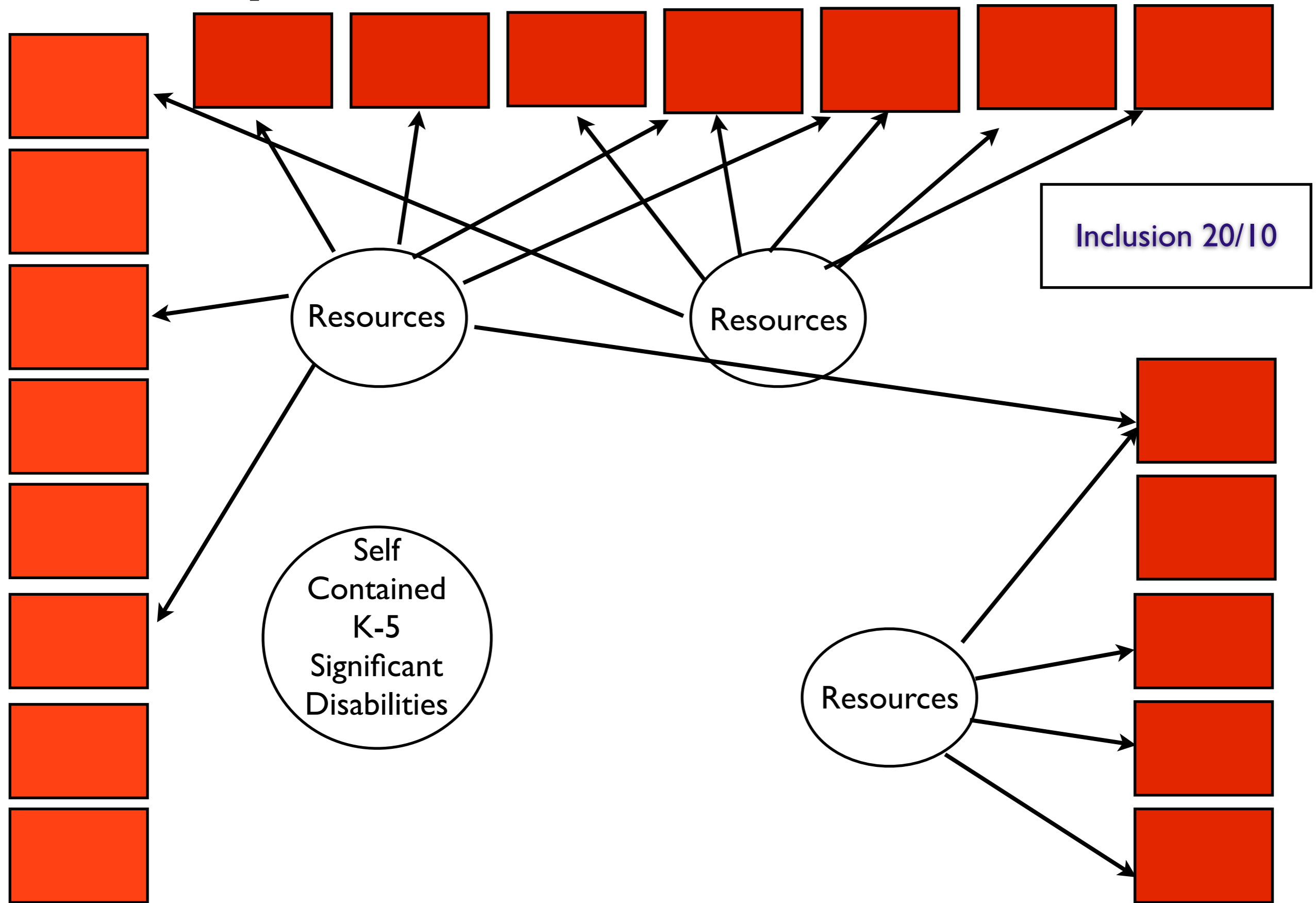
- 14% of school
- all categories of disabilities in home school

This next slide illustrates that often the daily schedule for students with the most need was the most fragmented.



Shapes on top are the different pull out programs. The circles on the bottom are the students.

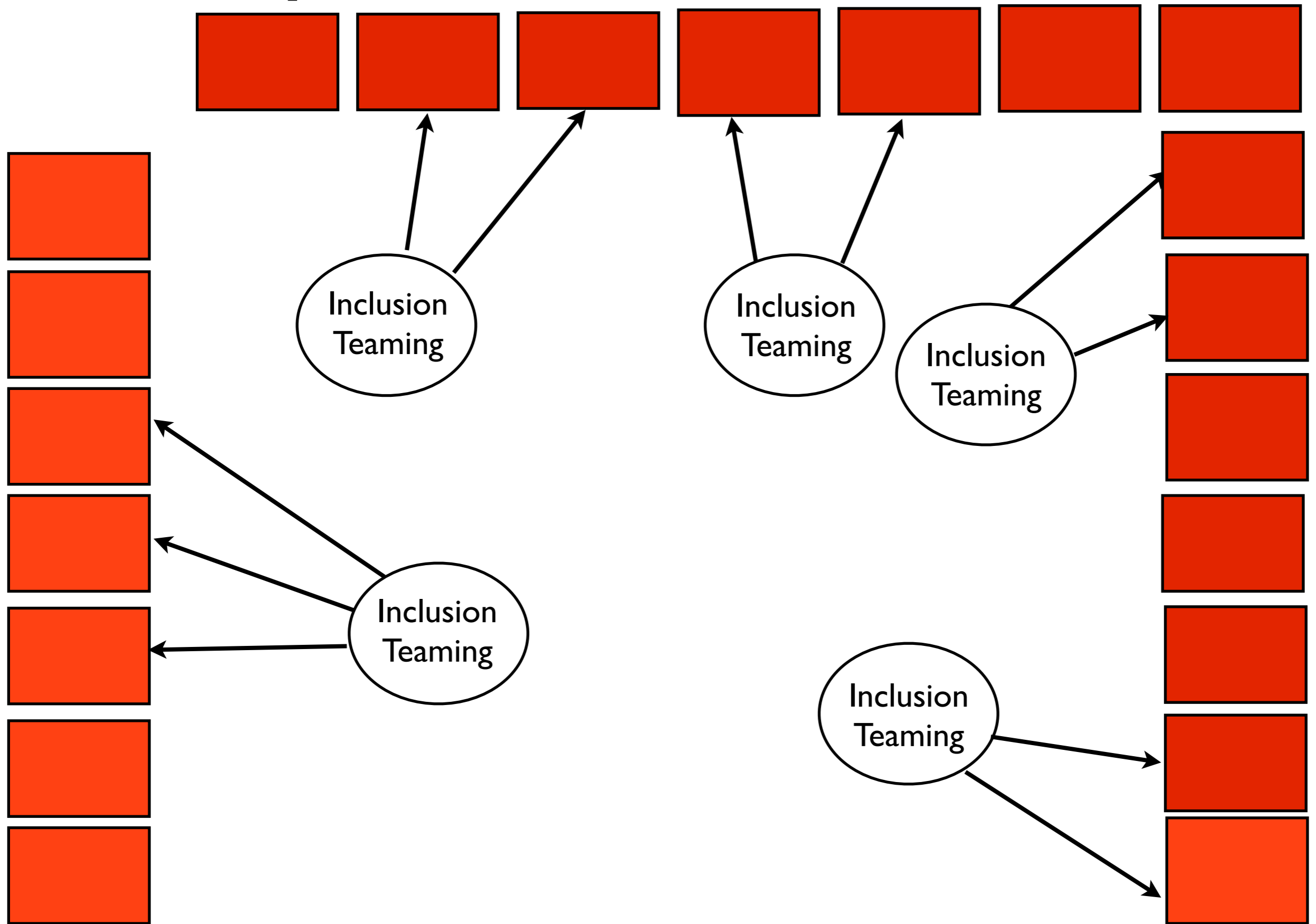
Special Ed Model: Before



“This system prevented any meaningful teaming or collaboration around meeting the needs of students inclusively within the regular classroom.”

When these changes were made the school determined that teaching students in heterogeneous groups within the regular classroom was a critical philosophical decision made by these principals.

Special Ed Model: After



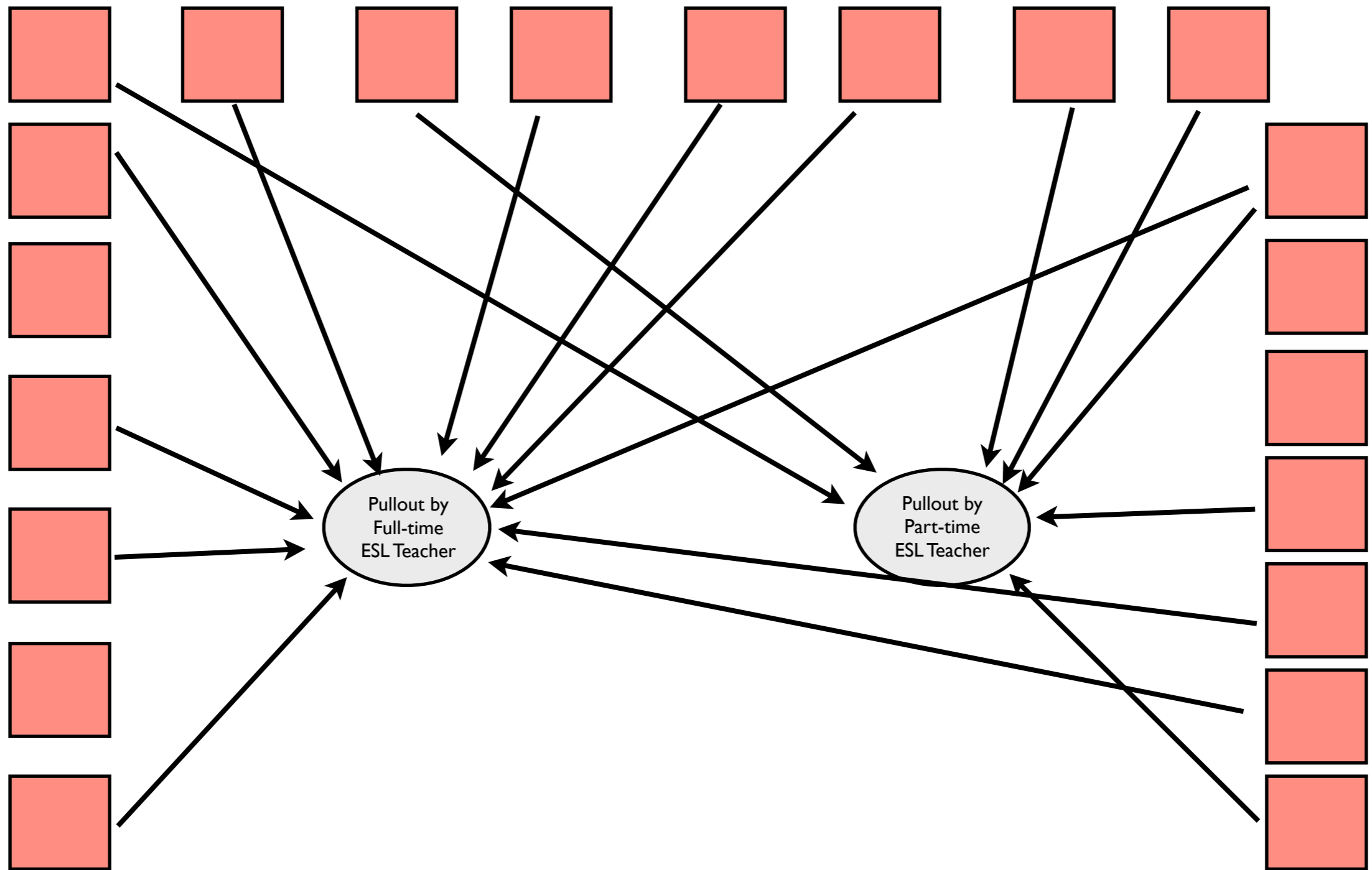
Same Resources Used Differently: Special Education

- Before
 - 55-60 Students w/disabilities
 - all categories
(not including S&L only)
 - 5 Special Ed Teachers
 - I “over loaded inclusion”
 - 20 general ed + 10 special ed
 - 3 Resource/Pull out
 - Served 10-15 kids across grades/rooms
 - I self contained
 - 8-10 students at all ages together
 - Assistants assigned to students -
pullout and in class
- After
 - 55-60 students w/disabilities
 - 5 Special Ed Teachers
 - All Inclusive
 - I team w/two 5th grade
 - I team w/two 4th grade
 - I team w/ two 3rd grade
 - I team w/two 2/3 classes
 - I team w/3 classes: kdng &
1st grade
 - I Assistant/Spec. Ed Teacher -part
of team
 - 2 assistants - health & safety

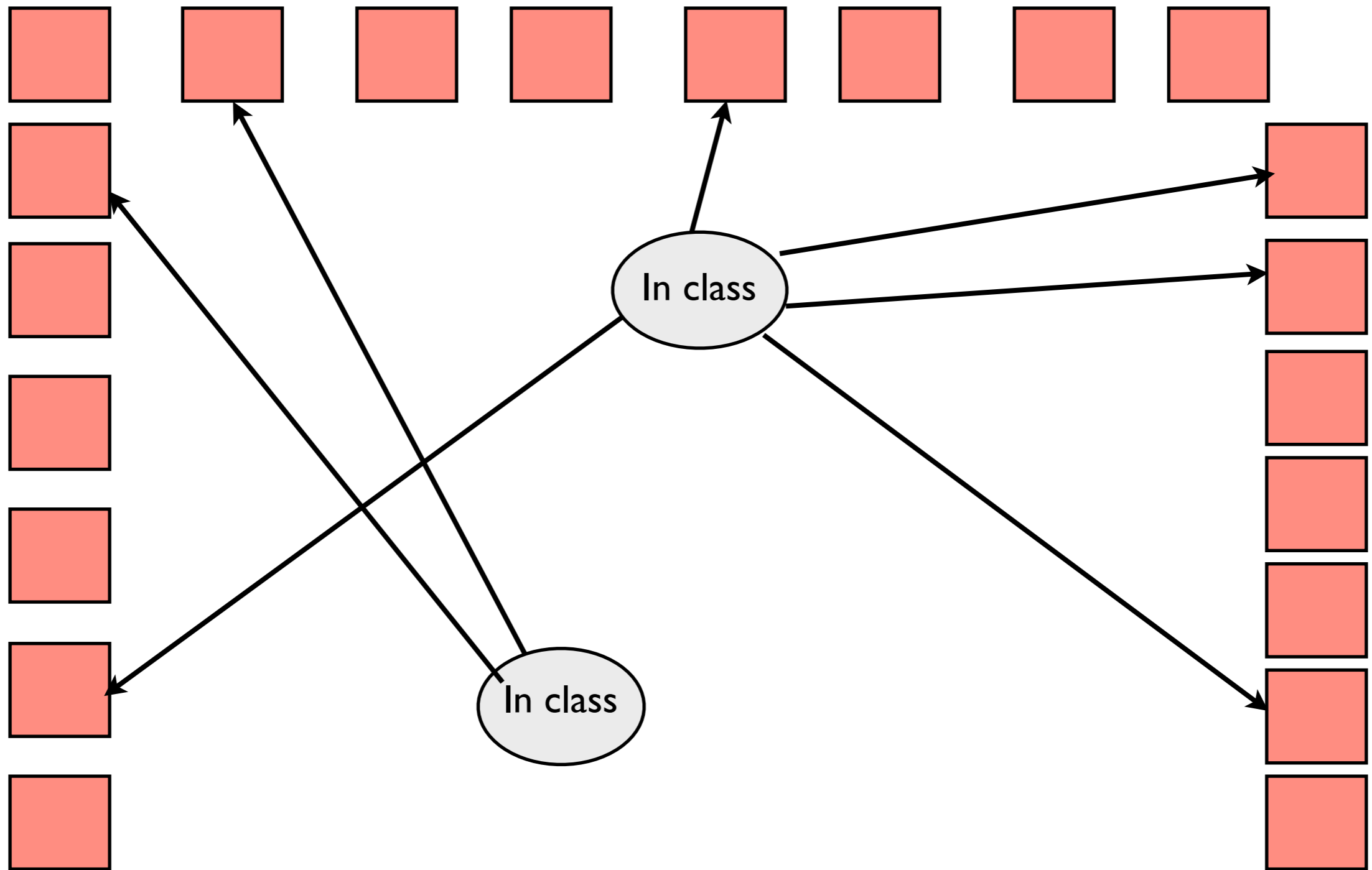
Structural Changes

- SPECIAL EDUCATION - From 20-25% to 95% inclusive service
- ESL - From 0% to 100% inclusive services, Native Language Support in the classroom
- TALENTED & GIFTED -From :Select few students receive pullout for their talents, to T&G specialist works with all teachers to differentiate
- TITLE I: READING INTERVENTION - From pullout groups from different classes or grades, to reading teachers teaming with classroom
- CLASS PLACEMENT - Natural proportions + slight cluster, started with students w /greatest needs
- FLEXIBLE USE ROOMS

ELL Model: Before



ELL Model:After

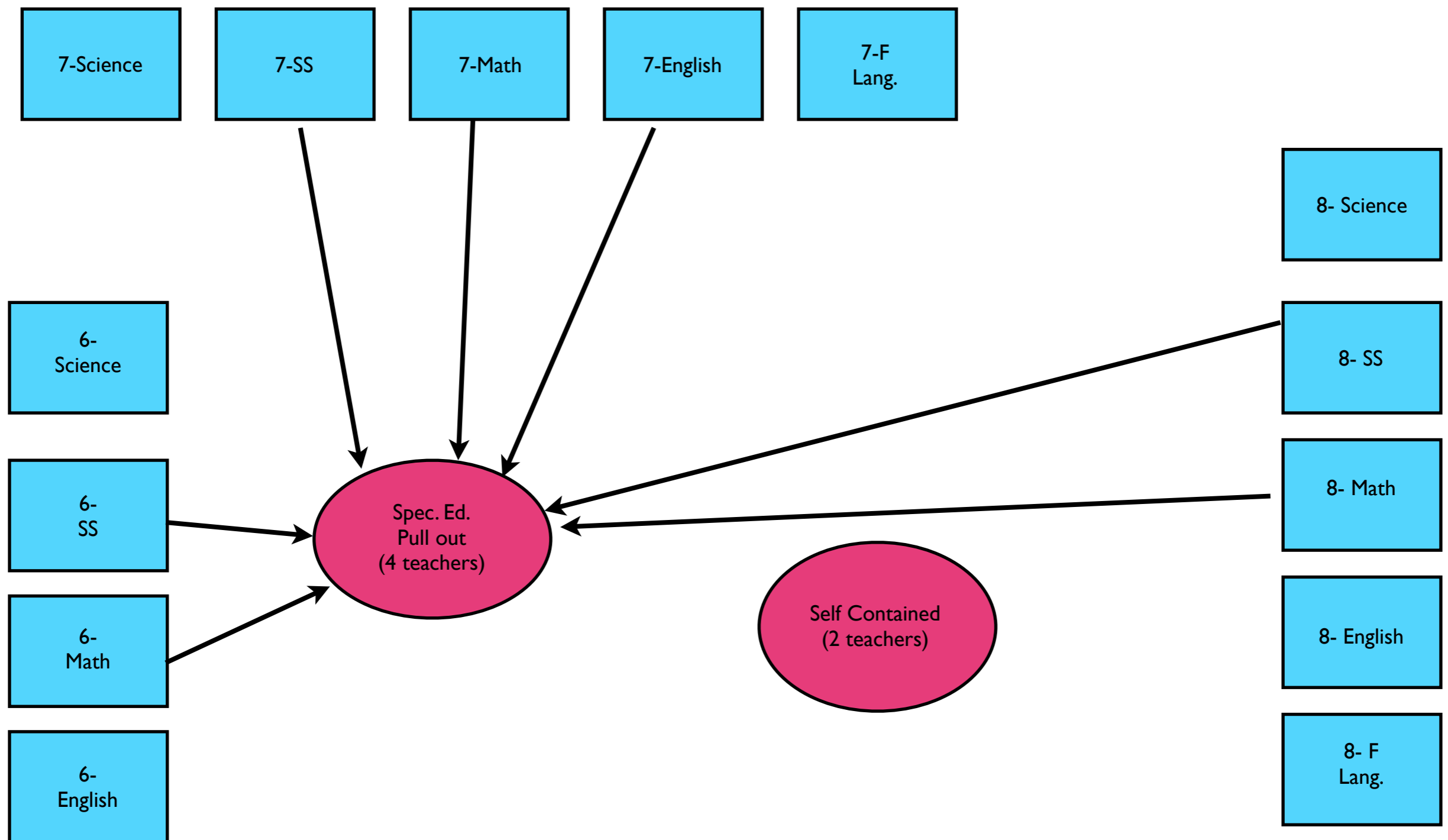


The new design was to “create teams of teachers that met together to jointly take responsibility for the needs of all their students inside the classrooms.”

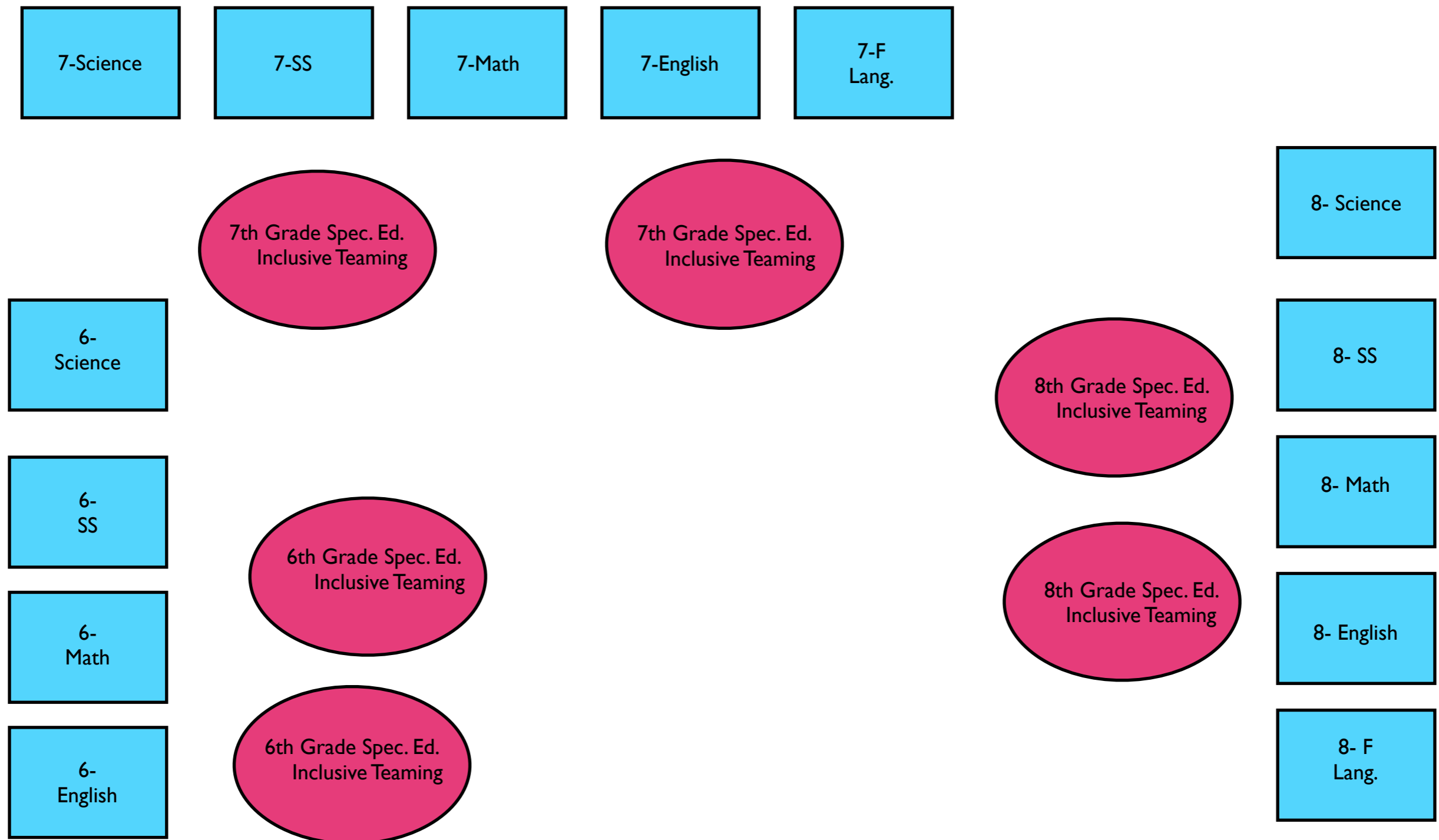
The expectations were that all students received the education they needed through modifying, differentiating, and adapting curriculum and instruction--all students would participate in the general education curriculum with their peers.

Another Example

Spaight St. Middle School - Before



Spaight St. Middle School - Before



Another Example

New Important Data

(Cosier, 2009)

- In looking at thousands of students across hundreds of districts
- Amount of time an individual student spends in general education relates directly to the individual student's achievement
- When controlling for race and SES
- Across all types of disabilities....

The more time in general education, the higher the achievement!!!

What can we learn from the research?

- There is NO compelling body of evidence that says that heterogeneous well-taught classrooms cannot produce the same or better achievement for ALL.
- There is NO compelling body of evidence that grouping, tracking, separating produces high levels of achievement for ALL.



All Means All